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ABSTRACT

The 59 books annotated in this issue are arranged under five headings: infant schools; junior schools; secondary schools; adult literacy work; and apparatus, games, and kits. The books for school-age children are further subdivided into reading and language development, fiction, and nonfiction. Each entry contains a subjective readability rating from a panel of teachers, a readability rating based on the Flesch Reading Ease formula, an estimate of the interest age range, and, if the book is a nonfiction text, the Dewey and Bliss classification numbers. Books that apply to more than one age classification are cross-referenced, and two indexes (subject and author/title) are included. (RL)

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BOOKS IN SCHOOL

A journal concerned with the appraisal of books for use in schools

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Volume 1, Number 1—March 1977

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Copies of the journal are available from the Hon. General Secretary
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Foreword

' " What is the use of a book," thought Alice, " without pictures or conversations? " '

These are modest criteria. An appraisal of the books available in schools may lead one to believe that many authors and publishers have applied equally modest criteria. Perhaps I am being unfair with regard to illustrations, but then I often suspect that these are colourfully contrived to distract the reader from the paucity, absurdity or sheer boredom of the ' conversations '.

Standards will improve when Heads of schools and teachers become more discriminating about the books which they buy, but of course, time for reading and selection is at a premium.

' Books in School ', this new UKRA Journal, is designed to offer guidance to all adults who influence children's reading. Its publication represents an important stride in the extension of the Association's services to its members, and on behalf of the membership I wish to thank and congratulate all those who have undertaken the task of publishing it for our benefit.

UKRA is especially grateful to the Centre for Language in Education and the Division of In-Service Studies, Edge Hill College for its collaboration in the production of this journal and offers its thanks to the staff and past students who have been responsible for its compilation.

Elizabeth Hunter
President
United Kingdom Reading Association

There is little need for me to stress the necessity of doing all we can to ensure that the material which children and young people are asked to read should be appropriate to their needs and attainments. The provision of guidance to teachers as to the relevance of the content, the presence of bias, attractiveness in the child's eyes and the level of reading difficulty is a much needed service.

Over a number of years we, at Edge Hill College, have paid close attention to readability studies and have undertaken useful research

into the demands made upon the reader by such items as books, newspapers and social literature. There is still much, however, which needs to be done in this sphere and this new journal is a welcome step forward in the dissemination of the understandings and information from assessment techniques currently available.

I have pleasure in taking this opportunity of expressing, both personally, and on behalf of my colleagues who are concerned with Language and Reading Education, how much the College welcomes co-operation with UKRA. Our joint endeavours are now extensive, both in time and range. They have led, directly and indirectly, to the renewal of our thinking, planning and experimentation in the field of Reading Studies at both initial and in-service education levels.

This new venture uniting the work of UKRA with members of staff and past students of our courses leading to the DASE (The Teaching of Reading) is a natural extension of our previous co-operation. I wish the journal and UKRA every success for the future.

P. K. C. Millins
Director
Edge Hill College of Higher Education

Acknowledgements

The production of this journal is a co-operative venture and the editors extend their thanks to the following.

Alan Stokes, Jacqueline Brown and the Open University Computer Unit for the production of the computer derived readability ratings and advice concerning their interpretation.

A. Trotter, J. Yoxon, C. Parry, J. Hussedine, K. Milne, J. Higson and members of the DASE (The Teaching of Reading) course at Edge Hill College for help with the reviews.

Marjorie Sargent for administration work and typing of the manuscript.

Editorial

The teacher constantly faces the problem of selecting materials for specific topics or subjects with appropriate age level appeal and at a reading level which matches that of their children. In the final analysis the choice is a very personal one involving the teacher's knowledge of the situation and the child. Nothing which this journal can do will do-away with the necessity for the teacher to exercise professional judgment in that final decision.

The journal aims however to support the teacher in his decision making, with appropriate background information which it is hoped will lessen the load when selecting books for purchase or grading books within the classroom or the library.

The journal brings together statistical information from size and price to the computer calculated readability ratings with the considered estimates of teachers of the value, reading level and suitability of the books for particular situations and children.

The whole is presented as a service for the busy teacher and I hope that any reader who feels that the journal or information given could be improved in future issues will communicate their suggestions to me.

We hope to expand this journal in the future to cover all new books specifically published for schools in all areas of the curriculum and also materials produced for adult literacy work.

Donald Moyle

Using the Journal

The following background information is given to aid the reader in interpretation of the entries.

Readability ratings

As yet there is much to learn concerning the combination of elements within text which result in any individual reader finding a text easy or difficult to read. A number of important factors such as interest, motivation, background knowledge and learning style can only be estimated for each known reader.

Two ratings are given. The teacher rating is always stated as a range as it has been compiled from the subjective judgment of a number of teachers. Indeed, recent research suggests that ratings of individual passages from a total text may give a rather inaccurate picture of the reading level of a total book so that the expression of readability levels in terms of ranges seems more appropriate than a single reading age.

Subjective judgment however is always constrained by the particular experience of the judge and it was thought worthwhile to parallel such judgments by the use of a readability formula. On some occasions the results of the use of a formula on small samples of text from a total book will be seen to vary considerably from the teacher estimate. Where this is true consideration should be given to the following possibilities at least.

1. The passages selected were not truly representative of the whole book—we have however tried to make them so.
2. The formula used may have a different criterion with regard to the comprehension expected to result from a reading of the text than that expected by the teacher.
3. The formula takes in only a small number of measureable linguistic features which appear to vary together with other factors which affect the difficulty level of text but cannot hope to measure factors within readers at any given level which is included in the subjective judgment of the teachers.

The computer ratings have been gained through the use of the Open University's program, Astra 3, which was devised by Alan Stokes. The particular score extracted from that program is that on the Flesch Reading Ease formula. This has been selected in that recent research suggests that it is among the most reliable formulae.

The Flesch Reading Ease formula measures word and sentence length which are two high predictors of the level of reading difficulty of text. It will be noted however that the ratings appear to be high especially in the early stages in comparison to the teacher's ratings. They should be noted in comparison with ratings by the formula for other books rather than as representing a discrepancy in respect of the teacher estimate. Thus the rating by the formula of book review No. 77–6 at 10·8 shows this book to be slightly more difficult than review 77–7 which it rates at 10·3. This difference in difficulty between the two books is also reflected in the teacher estimates.

Interest age

To parallel the reading difficulty level, the reviewers have suggested the age range of children who would find the content interesting and the format acceptable.

Library Classification

Many schools now classify their books according to one of the library classification schemes.

In order to lessen the load of the teacher or school librarian, the classifications according to the Dewey and Bliss systems have been listed for each non-fiction text. These two classifications appear to be the most widely used by school libraries. Obviously, there is some leeway in the exact sitings of books within a given category but the editors hope that the information given will be helpful.

The following reference books have been used to arrive at the classifications given:

CHAMBERS, MARGERY. *Introduction to the Dewey Decimal Classification for British Schools.* Published for the School Libraries Association by Forest Press Inc., 2nd Edn. 1968.

Abridged Bliss Classification: Revised for School Libraries by Bliss Classification Working Party. School Library Association, 1970.

Lists and Indexes

Each book reviewed is given a review number. The first two digits refer to the year of the review, the other digits refer to the number of the review within that year.

The journal is classified first according to age range and then sub-divided into subject sections.

Two indexes are provided to aid ease of access to particular reviews. These are an author and title index and a subject index. Consultation of the index will give reference to the review entry by both review and page numbers. Cumulative indexes will be supplied at intervals in the future.

Viewing of the Materials Reviewed

In making selection of books for purchase it is helpful to be able to view them in advance and consider them together with the reviews. Most publishers will send books but not larger items such as kits on approval. This, of course, involves time and expense for the teacher, especially if the decision is taken not to purchase.

Many colleges and teacher's centres have extensive displays of books where teachers may examine publications at their leisure.

Copies of all books reviewed in this journal will be retained at Edge Hill College and will be referenced by their review numbers for ease of access. The Language Resource Area is open for visits from teachers in term time, Monday—Thursday from 9-00 a.m.—9-00 p.m. and on Friday from 9-00 a.m.—5-00 p.m.

Books for Infant Schools

Reading and Language Development

77–1 BOND, M. *Olga da Polga Series.* 8 titles. Longman Group Ltd. 1975. 17 pages, £0·35p. Readability—Flesch Formula, 9·7—11·2 years, Teacher Rating, 7·2—7·6 years. Interest Age Range, 6·0—8·0 years.

Excellent presentation—the characters revolving around the main character, a guinea pig, all ring true and the reader is involved in their individual thinking and reactions. Tremendous scope for anticipation, reading between the lines and complete involvement. Although there are eight books in the series A and B, and the reader gradually builds up a whole background of relevant information, each little book is a complete story in itself. The stories are delightful and simply told. The sentences are short but not in the least stilted. The choice of language is well planned, presenting commonly used words with just the right amount of repetition plus a judicious blend of conjunctions. The stories are short enough to be read easily and quickly but long enough to provide interesting reading. These books would provide excellent reinforcement for any basic reading scheme but would also stand alone as good short stories for the book corner.

77–2 HASKELL, S. H. and PAULL, M. E. *Look I'm Reading Scheme* (Phase II). E.S.A. 1976. 22—32 pages, £6·72p the set of 10 books. Readability—Flesch formula, 9·0—11·0 years, Teacher Rating, 5·0—7·6 years. Interest Age Range, 5·0—8·0 years.

The language is rather stilted with unrealistic antiquated vocabulary. The story content is rather boring. However, they could be valuable as extra phonic training to run parallel with other material. Books 1 to 8 are more of an exercise than interesting reading. Books 9 and 10, however, contain more interesting stories capitalizing on the previous phonic development programme.

77–3 HYNDS, M. *Sparks Bookshelf* (Level One and Level Two). Blackie and Sons Ltd. 1975. 32 pages, £0·65—0·70p each, 16 titles. Readability—Flesch Formula, Level One, 10·3—11·0 years, Level Two, 11·4—12·2 years, Teacher Rating, Level One, 6·0—6·6 years, Level Two, 6·6—8·0 years. Interest Age Range, 5·0—8·0 years.

Interesting, readable stories with attractive illustrations which are most helpful in aiding comprehension of the text. Slower readers may find a little difficulty with the vocabulary as the word repetition rate is rather low. However, if used as supplementaries to the main readers in the Sparks scheme, this difficulty should not be so evident. The series is well balanced in respect of content, the stories including everyday incidents, adventure and fantasy.

77–4 *Opposites* (2 titles, *Big and Little, Noisy and Quiet*). Macdonald. 1976. 28 pages each, £0·60p each. Readability—Teacher Rating, pre-reading. Interest Age Range, 4·0—6·0 years.

The concepts illustrated in the two books need to be discussed and amplified if the children are to appreciate the pictures. Such books are always a welcome addition to the book corner and these titles are most attractively presented.

77-5 SYKES, E. and MOYLE, D. *Talk-a-Rounders*. Holmes McDougall. 1976. 12—24 pages, £0·27—0·35p each, 20 titles. Readability—Teacher Rating, pre-reading to 6·0 years. Interest Age Range, 4·0—8·5 years.

Delightful books with stimulating ideas for the development of language. Ideally to be used as a focus for discussion either between child and adult or a group of children and an adult, otherwise some of the subtlety could be lost. Used this way there are many opportunities to develop concepts, perceptual and cognitive skills through humorous situations.

See also Review numbers 77–11, 77–17 in the Junior Section.

Fiction

77–6 BLAKELY, P. *Emmie and Chips* (Read Together Series). Adam and Charles Black. 1976. 14 pages, £2·25p. Readability—Flesch Formula, 10·8 years, Teacher Rating, 7·6—8·6 years. Interest Age Range, 4·6—9·6 years.

Well written and illustrated story—with a simple poignant thread to capture the emotions of any young child, drawing eventually to a happy conclusion. It is a story which should essentially be shared between the adult and child with the 4—6 age group initially before taking its place in the book corner. It is then likely to become a great favourite with children of first school age range, 5—9+.

77–7 BLAKELY, P. *I Bet I Could* (Read Together Series). Adam and Charles Black. 1976. 14 pages, £2·25p. Readability—Flesch Formula, 10·3 years, Teacher Rating, 7·0—7·6 years. Interest Age Range, 6·6—7·6 years.

This is essentially a 'Read Together' book for the infant range. Only in such a situation is the child likely to appreciate the rhythm and the more unusual sentence structures. However, once this is conveyed to the child, it will serve as a boost to his confidence in his own reading ability and the book will hold a very valuable place in the book corner. With relevant discussion between adult and child as the book is read, there is abundant scope for the child's own imagination to emerge.

77–8 OBRIST, C. et al. *Time for Stories*. Ginn. 1976. 64 pages, £1·25p. 6 titles. Readability—Flesch Formula, 7·9—9·2 years, Teacher Rating, 6·0—8·6 years. Interest Age Range, 6·0—8·6 years.

An attractively presented medley of folk tales, legends and poems from different parts of the world. Most children will find some stories here to excite their imagination.

77–9 SCHWARZ, L. *The Dream Maker*. Adam and Charles Black. 1976. 24 pages, £2·25p. Readability—Flesch Formula, 11·5 years, Teacher Rating, 9·0—10·0 years. Interest Age Range, 7·0—10·0 years.

These poems would be much better read to small groups or individual children before placing them in the book corner. They contain difficult, abstract ideas which will need much helpful interpretation by the teacher. After such preparation they could serve as an inspiration to the child in his own efforts at using words and imagination.

See also Review numbers 77–20, 77–24 in the Junior section.

Books for Junior Schools

Reading and Language Development

77–10 BALLANCE, D. and H. *English for Today* (Books 1 and 2). Nesbit & Co. Ltd. 1976. 64 pages each, £0·85p each. Readability—Flesch Formula, Book 1, 11·2 years, Book 2, 10·7 years, Teacher Rating, Book 1, 8·0—9·0 years, Book 2, 9·0—10·0 years. Interest Age Range, 8·0—10·0 years.

Good coverage of general English presented in a pleasant, attractive and interesting way. Punctuation, vocabulary, comprehension, creative writing and phonic work for reading or spelling are included. Can help reinforce many reading development skills, e.g. rhymes, do you remember, Book 1, reading for meaning, Book 2.

The illustrations are reasonably attractive and most helpful to the use of the text.

77–11 BIRCH, B. and THOMPSON, R. *Starter Sentences (Mr. Buffin's Holiday)*. Macdonald Educational. 1975. 64 pages, £1·00p. Readability—Flesch Formula, 9·8 years, Teacher Rating, 7·9—8·0 years. Interest Age Range, 7·0—8·0 years.

This book tries to attempt far too much. The authors have tried to cram into one book all their knowledge of reading/thinking skills resulting in what could be described as an indigestible Primary English Scheme. It is unfortunate that the book has been included in the ' Starters Series ' for it is not of the usual standard. The story content is lost in the boring stilted text punctuated by exasperating thought diverting questions.

Interest in Mr. Buffin's Holiday will have died by about page 13 when the reader is faced with a picture dictionary. There are many individual instructive and interesting pages, but they should not be following one after the other in one book. I doubt if many children, even with much help from an adult, would enjoy working their way through these books. They are too confusing and lack the

flow of a story sequence. The thinking involved, both in the text and from the illustrations, would constantly be at ' frustration level '.

77–12 LAMB, D. *More Good Stories*. Wheaton. 1976. 30 pages each, £0·60p each. Books 1—4. Readability—Flesch Formula, 10·5—11·5 years, Teacher Rating, 10·3—10·9 years. Interest Age Range, 9·0—11·0 years.

These books would appeal to older juniors. They are mostly updated presentations of fable type stories encouraging the able reader to anticipate the outcome. The interest age appeal is matched by a suitably stimulating vocabulary.

77–13 LANE, S. M. and KEMP, M. *Language Development Programme for the Primary School* (*Picture Stories*, Stage 1. *Read, Write and Explore*, Stage 2). Blackie. 1976. 36 pages, £0·65/0·45p each. Readability—Flesch Formula, Stage 1, 10·6 years, Stage 2, 11·2 years, Teacher Rating, Stage 1, 8·0—8·6 years, Stage 2, 9·0—10·0 years. Interest Age Range, 9·0—10·0 years.

These books are of far more value to the teacher to use as a source of ideas rather than as work books for individual children. They provide a whole wealth of excellent lively material on which any top infant/junior teacher could base her language development programme. There are useful and instructive lists of resource material and AVA aids provided at the back of the books.

77–14 LANE, S. M. and KEMP, M. *Language Development Programme for the Primary School* (*Let's Think Again*, Stage 3, *Other Voices*, Stage 4). Blackie. 1976. 46 and 62 pages, £0·90/0·95p each. Readability—Flesch Formula, Stage 3, 12·1 years, Stage 4, 10·0 years, Teacher Rating, Stage 3, 9·0—10·0 years, Stage 4, 9·0—11·0 years. Interest Age Range, 10·0—11·0 years.

These two books form part of the Language Development Programme and would appear to cater for interest ages to be found at the upper end of the Junior school. They contain a wealth of interesting material which is clearly set out and which would quickly

catch the interest of the child. The use of two colours of print helps to highlight the passages quoted by the authors. The information and instructions are clear and the work content is adequate. Presents original and interesting content from a variety of situations.

77–15 McCULLAGH, S. K. *Tim and the Hidden People.* E. J. Arnold. 1976. 32 pages, £0·38p each. 8 titles. Readability—Flesch Formula, 9·2—10·6 years, Teacher Rating, 8·0—10·0 years. Interest Age Range, 8·0—14·0 years.

These books are an extension of an existing excellent series, both for content and ease of reading. Short sentences and simple vocabulary cleverly fulfil two functions; that of lowering the reading age required for adequate comprehension and also of increasing the speed of the story, enhancing the cliffhanger element. Sinister overtones raise the dramatic appeal of this original set of books. Each story, complete in itself, leads powerfully into the next, compelling even the reluctant reader to discover the outcome. Although eminently suitable for the younger reader, this series lends itself to use with the slower older reader through sophisticated illustrations and strength of story line.

77–16 OATES, A. *Crown Street Kings.* Macmillan Education. 1975. 15 pages each, £0·24p, 14 titles. Readability—Flesch Formula, 9·8—11·0 years, Teacher Rating, 8·6—9·6 years. Interest Age Range, 10·0—14·0 years.

A number of well written stories about everyday people doing everyday things. The adventures of Linda and Harry King should keep children interested and asking for more. The stories are short, each one being in a separate durable book with an attractive cover. Most of the stories are humorous, based on misadventures that often occur in the home and readers will easily identify themselves with the characters. These are books which children will 'pick up' from the class library shelves and enjoy without too great a demand on their reading ability and should be appreciated by slower readers.

77–17 SALTER, M. L., FRANCIS, J. T., BAKER, R. *Orbit Series.* Holmes McDougall. 1976. 32 pages each, £0·45p each, 24 titles. Library Classification: Dewey, 500 (Science), 570 (Anthropology and Biology) or 574 (Biology), Individual titles, *Living on the Earth, Animals*, 590 (Zoology). Bliss, AZ (Science) or E (Biology), Individual titles, *Living on the Earth, Animals* G (Zoology), *Living on the Earth, Man*, HAU (Human biology) or KT (Human geography). Readability—Flesch Formula, 10·1—12·1 years, Teacher Rating, 7·0—8·0 years. Interest Age Range, 7·0—9·0 years.

This is a delightfully produced series of books which comprise fiction and non-fiction. The stories are carefully worded and instantly readable, having themes which are lively and also original. *The Adventures of Magnus* should appeal to children in the lower half of a Junior School while the stories contained in *Mindar of Brannin* will hold the interest of upper juniors.

The non-fiction books, *Living on the Earth, Animals*, and *Living on the Earth, Man*, are likewise a fascinating series of books which present information in a very clear manner, introducing technical vocabulary as and when the need arises. There is a careful mixture of artist's illustrations and photographs which helps to break the monotony of rather heavily coloured art work.

One point of criticism is the type face used, particularly in *The Adventures of Magnus* and also *Living on the Earth, Animals.* Choosing a sans-serif type is not always successful and this one is not particularly relaxing to the eyes. If there had been more space between the lines it might have been more successful.

77–18 STEVENS, J. F. *Motivation Readers.* Methuen. 1974. 30 pages each, £1·50p each, 4 titles. Library Classification: Dewey, 790 (Recreations, outdoor activities), Bliss, VY (Recreations) or HL (Outdoor activities and sports). Readability—Flesch Formula, 10·5—11·6 years, Teacher Rating, 8·5—9·5 years. Interest Age Range, 9·0—14·0 years.

Very informative books about various outdoor activities. The books are attractively printed and each page has a large coloured

photograph illustrating the points made in the text. Sentences are kept short and the reader gains real information in a way which should give a feeling of independence. The books originated in Australia and some words used would need to be modified for U.K. children. The series should appeal to both sexes and would motivate some reluctant readers and it is hoped that the series will be expanded.

77–19 WEBSTER, J. *Rewards*. E. J. Arnold. 1976. 24 pages (average), £0·35p each, 8 titles. Readability—Flesch Formula, 9·4—10·2 years, Teacher Rating, 7·0—8·6 years. Interest Age Range, 9·0—14·0 years.

These books would provide much needed extra reading material for the top primary or middle school child who finds reading difficult. The stories are short and interesting and would serve to inspire confidence in the reader. The boy Steve could easily be identified with most boys of that age and having a pet monkey must be the wish of most. The antics of the monkey add a touch of the spectacular to the variety of adventures and give much cause for speculation and anticipation.

The story line in each book is helped along by attractive illustrations which aid the reader in identifying words from the context.

See also Review numbers 77–1, 77–2, 77–3 in the Infant section and 77–39, 77–40 and 77–41 in the Secondary section.

Fiction

77–20 BUTTERWORTH, B. *That Boy Trog*. E. J. Arnold. 1976. 8 titles, 16 pages, £0·30p each. Readability—Flesch Formula, 8·10 years, Teacher Rating, 7·0—7·5 years. Interest Age Range, 7·0—10·0 years.

These books would appeal to all junior readers including those with reading difficulties. The vocabulary is simple with just the necessary repetition to inspire confidence and is presented in a witty style. Each story is complete in itself but follows a safe

regular sequence of progression with the familiar behaviour pattern in each. What shall we do—go and ask the Quicker wits. The figure of fun, of good natured ridicule—the stooge—is poor old grandpa who usually, not always, ends up in a humorous predicament at the end of each story. There is scope for anticipation, for the reader to become familiar with the likely reactions of the individual members of the family, but especially those of the boy and grandpa. A judicious blend of humour and information within the story content at a simple reading level provides wide interest age level appeal.

77–21 CLARKE, A. C. *Dolphin Island.* Piccolo Science-Fiction, Pan Books Ltd. 1976. 158 pages, £0·40p. Readability—Flesch Formula, 14·1 years, Teacher Rating, 11·0—13·0 years. Interest Age Range, 9·0—14·0 years.

A science-fiction story set in the year 2001. It tells of a young stowaway boy shipwrecked on a tropical island on the Great Barrier Reef. He becomes involved with a scientific project which is successful in developing communications with Dolphins. A fascinating story develops when the Dolphins request help in their fight for survival against killer whales. There follows the re-education of the whales, a hurricane and a race to save a sick professor—all exciting and imaginative adventure.

77–22 HURLEY, L. *Shamus and the Green Cat.* Starfish Books Ltd. 1975. 123 pages, £0·25p. Readability—Flesch Formula, 12·2 years, Teacher Rating, 8·0—10·0 years. Interest Age Range, 8·0—12·0 years.

A most enjoyable book, comprising two short stories, the second more convincing on the fantasy level than the first. Both stories are full of the elements which traditionally appeal to children, animals, monsters, food, mystery, imagination and humour. The occasional sophisticated turn of phrase extends the range of its literary appeal but may cause some problems in that this considerably raises the readability level.

77–23 JAMIESON, A. *The Carnferry Gang*. Edward Arnold. 1976. 123 pages, £1·25p. Readability—Flesch Formula, 11·1 years, Teacher Rating, 10·0—11·0 years. Interest Age Range, 9·0—13·0 years.

'Scrounger' a new resident in an Inner Urban area wants to set up a 'gang' 'one that goes round together, plays football, climbs the hills, goes to the farm—that sort of gang', p. 8, and the sixteen short stories tell of the various adventures of the Carnferry Gang. After each story there are Questions for Discussion, Ideas for Writing and Ideas for Drama, each unit exploring the implication of the adventure. These would, however, need an enthusiastic teacher to develop them.

77–24 KEMP, M. and LANE S. *Take Part Series*. Ward Lock Educational. 1975. 62 pages each, £0·50p each. 9 titles. Readability—Flesch Formula, 10·1—11·7 years, Teacher Rating, 7·0—9+ years. Interest Age Range, 7·0—11·0 years.

The *Take Part Series* are dramatized versions of well known tales and stories, including favourites such as *Brer Rabbit*, *The Wind in the Willows* and *Chitty, Chitty Bang Bang*. They are intended to be read aloud by a group of children. To cater for classes of varied reading ages each book has parts structured 'within the reading range of 6+—9'. I feel, however, that the lower reading age of 6+ is higher than stated. Nevertheless the idea behind the books is a good one; the 'Guidelines' which accompany the series suggest ways of using the books to extend the series beyond that of reading as well as helpful suggestions as to how the books themselves can be used within the reading context.

77–25 MILLER, C. *Baffling Mysteries*. Pan Books (Piccolo). 1976. 96 pages, £0·35p. Readability—Flesch Formula, 13·9 years, Teacher Rating, 13·0—13·6 years. Interest Age Range, 9·0—15·0 years.

This book narrates fourteen unsolved mysteries, all having occurred during the past 300 years. The stories are both curious and

mysterious and to a great extent defy rational explanation. Many old favourites are to be found including Anastasia, the Russian princess, and the story of the Mary Celeste. A good teacher source book which will impel imaginative explanations from children.

77–26 ROBERTSON, J. *More Hans Anderson's Fairy Tales.* Pan Books. 1976. 157 pages, £0·45p. Readability—Flesch Formula, 12·1 years, Teacher Rating, 9·0—10·0 years. Interest Age Range, 9·0—10·0 years.

These stories are still popular with junior children and this edition especially so. The sentence construction and vocabulary used make this particular version comprehensible and indeed compelling to the average third and fourth year junior.

77–27 ROLAND, B. *The Forbidden Bridge* and *Jamie's Discovery.* The Bodley Head. 1976. 123 pages, £2·25p. Readability—Flesch Formula, 11·2 years, Teacher Rating, 8·6—9·6 years. Interest Age Range, 8·0—9·0 years.

Two appealing stories about a young Australian boy who, since the death of his father, has been living with his mother at an uncle's farm out in the bush. Children will identify themselves with Jamie and want to read more about him.

77–28 WILLIAMS, ELLIS A. *More Grimms Fairy Tales.* Pan Books Ltd. 1976. 185 pages, £0·45p. Readability—Flesch Formula, 9·9 years, Teacher Rating, 9·0—10·0 years. Interest Age Range, 9·0—10·0 years.

An easy to read version although the language is somewhat stilted in places. The book has line illustrations which, whilst they are well drawn, are not very attractive to children.

77–29 *Young Mermaid Series.* (*Animal Boy, The Witches of Wimmering, Hagwaste Donkeys, The New House*). Pelham. 1976. 64 pages each, £1·25—£1·50p. Readability—Flesch

Furmula, *Animal Boy*, 11·0 years, *The Witches of Wimmering*, 11·3 years, *Hagwaste Donkeys*, 11·9 years, *The New House*, 12·0 years, Teacher Rating, 10·0—11·0 years. Interest Age Range, 9·0—12·0 years.

Interesting and inviting books for top junior and lower secondary children. The content is consistent with the reading age level and the books present a variety of realistic and fantasy situations. The content is equally appealing for boys and girls and all titles are absorbing and readable.

See also Review numbers 77–8 and 77–9 in the Infant section.

Non-fiction

77–30 GREGORY, O. E. *Read About It.* Wheaton. 1976. 24 pages each, £0·30p each, 120 titles. Library Classification: Dewey, Books 1—24 Geographical Topics, 910 (Geography), Books 25—48 Historical Topics, 900 (History), Books 49—72 Nature Topics, insects and animals, 500 (Science), 570 (Anthropology and biology), 574 (Biology), 590 (Zoology), 595–7 (Insects), Books 73—96 Scripture Topics, 200 (Religion), 220 (Bible), Books 97—108 Nature Topics, birds, 500 (Science), 570 (Anthropology and biology), 574 (Biology), 590 (Zoology), 598 (Birds), Books 109—120 Prehistoric and large animals, 500 (Science), 560 (Palaeontology; prehistoric animals), 570 (Anthropology and biology), 574 (Biology), 590 (Zoology). Bliss, Books 1—24 Geographical Topics DQ (General Geography), Books 25—48 Historical Topics LG (General History), Books 49—72 Nature Topics, insects and animals, AZ (Science), E (Biology), G (Zoology), GQ (Insects), Books 73—96 Scripture Topics P (Religion), PM (Bible), Books 97—108 Nature Topics, birds, AZ (Science), E (Biology), G (Zoology), GX (Birds), Books 109—120 Prehistoric and large animals, AZ (Science), EP (Palaeontology of animals), E (Biology), G (Zoology), GU (Vertebrates). Readability—Flesch Formula, 9·8—11·5 years, Teacher Rating, 8·0—8·6 years. Interest Age Range, 6·0—10·0 years.

Rather uninspiring books and most unsuitable for developing reading skill. The categorising of the books on the cover page is very misleading, e.g. 1—24 are not all ' Geography ' topics.

However, provided the child is sufficiently motivated to want to find information, the print on each page is very clearly set out and each sentence with its information is in a large individual space. The numbers of sentences to a page averages between five and eight. The vocabulary has been selected from the Dale list and the commoner reading schemes. Additional words are listed at the back—but as this is hardly material for teaching reading—this list is unnecessary. The questions at the back of the book merely test the child's ability to retain information at the best and at the worst to find the relevant shaped word to fill the blank.

77–31 GUNDREY, E. *Fun in the Garden.* Pan Books Ltd. 1975. 123 pages, £0·50p. Library Classification: Dewey, 790 (Recreations, amusements), Bliss, VY (Recreations, amusements). Readability—Flesch Formula, 12·6 years, Teacher Rating, 11·0—13·0 years. Interest Age Range, 8·0—12·0 years.

This book gives detailed instructions on many outdoor activities covering such subjects as flower and bird identification, the rules for simple games and the construction of a sundial The layout is attractive and most children should find something to interest them. A most useful and helpful book but the reading level is a little high in comparison to the interest level.

77–32 GUNDREY, ELIZABETH. *Make Your Own Monster.* Pan Books. 1975. 92 pages, £0·25p. Library Classification: Dewey, 790 (Recreations, hobbies), Bliss, VY (Recreations, hobbies). Readability—Flesch Formula, 11·9 years, Teacher Rating, 11·0—12·0 years. Interest Age Range, 8·0—11·0 years.

Simple information which is clearly presented provides the background for directions for the production of pictures and models of a variety of improbable monsters. Many ideas are suggested which would be equally useful to both parents and teachers in providing activities for children. Unfortunately, the illustrations are not as appealing and helpful as could have been hoped.

77–33 GUNDREY, ELIZABETH. *Sewing Things*. Pan Books Ltd. 1975. 126 pages, £0·35p. Library Classification: Dewey, 790 (Recreations, hobbies), 640 (Domestic Science), Bliss, VY (Recreations, hobbies), UX (Domestic Science). Readability—Flesch Formula, 12·0 years, Teacher Rating, 11·0—12·0 years. Interest Age Range, 9·0—15·0 years.

An attractive introduction to the skills involved in the easy stages of sewing presented through the medium of instructions for the manufacture of an interesting range of products. Well illustrated with excellent diagrams, it is equally suitable for use within school or at home.

77–34 *Land Travel, Discovery Project*. Macmillan Education. 1976. £13·95p. Readability—Flesch Formula, 13·2—15·7 years, Teacher Rating, 10·0—14·0 years. Interest Age Range, 10·0—12·0 years.

The kit contains a series of source books and a very brief teachers' source book. It contains a great deal of information, well set out. A suitable reference book for facts but fails to make the topic ' live ' and without inciteful teacher guidance could result in little more than a dry question and answer exercise.

77–35 LEIGH-PEMBERTON, J. *Ladybird Leaders* (Seals and Whales, Reptiles). Ladybird Books Ltd. 1976. 51 pages each, £0·24p each. Library Classification: Dewey, 500 (Science), 570 (Anthropology and Biology), 574 (Biology), 590 (Zoology), 599 (Mammals), 598–1 (Reptiles), Bliss, AZ (Science), G (Zoology), E (Biology), GY (Mammals), GW (Amphibia and reptiles). Readability—Flesch Formula, Book 1, 10·6 years, Book 2, 10·6 years. Teacher Rating, 8·0—10·0 years. Interest Age Range, 7·0—11·0 years.

The books are informative and contain a great amount of information suitable for the reading age concerned. The content is not ' watered down ' to suit the child, but carefully selected so that it is understandable and relevant.

77–36 MANDLEY, D., REE, P., MURPHY, M. *The Piccolo Holiday Book*. Pan Books Ltd. 1976. 160 pages, £0·40p. Library Classification: Dewey, 790 (Recreations, hobbies), Bliss VY (Recreations, hobbies). Readability—Flesch Formula, 15·3 years, Teacher Rating, 10·0—12·0 years. Interest Age Range, 9·0—15·0 years.

This book presents a wide variety of activities, both practical and academic. The range of level of difficulty is sufficiently wide to cover the ability and interest of the complete secondary range, with perhaps older juniors as well. Occasionally suggestions are somewhat vague, grandoise projects being covered in a single sweeping statement, e.g. 'make or buy your own greenhouse' in contrast to detailed suggestions on how to grow mustard and cress.

77–37 MANDLEY, G. *Wild Creatures*. Starfish Books Ltd. 1975. (Wild Creatures of the British Isles), 160 pages (Wild Creatures of Africa), 176 pages, £0·50p each. Library Classification: Dewey, 500 (Science), 570 (Anthropology and Biology), 574 (Biology), 590 (Zoology), Bliss, AZ (Science), G (Zoology), E (Biology). Readability—Flesch Formula, 12·3 years, Teacher Rating, 10·0—12·0 years. Interest Age Range, 9·0—13·0 years.

Extremely handy for reference, these books cover the range of wildlife one is likely to see in each country. Lengthy descriptions of the more common creatures are most informative but the shorter ones are often disappointingly limited to a physical appraisal, detailing the colouring which cannot be included in the black and white outline sketches. A dictionary of words used in the book is helpful for the extension of vocabulary.

77–38 *Visual Books* (Easy Reading Editions). Macdonald & Co. 1975. 58 pages each, £1·60p each. (*The Human Body*—Taylor, R. and Noel, J.) (*Communication*—Wicks, K. and Bear, J.) (*The Life of Plants*—Gunthorp, D. and Simmons, J.). Library Classification: Dewey, All three books 000 (General reference books and encyclopaedias), *The Human Body*, 500 (Science),

570 (Anthropology and biology), 574 (Biology) or 610 (Physiology, medical sciences), *Communication*, 600 (Technology), 380 (Communications systems) or 384 (Telecommunications), *The Life of Plants*, 500 (Science), 580 (Botany), 570 (Anthropology and biology) or 574 (Biology). Bliss, All three books Ref. or 1 (General reference books and encyclopaedias) or AZ (Science), *The Human Body*, H (The Human Body), HAU (Human Biology) or E (Biology), *Communication*, BO (Telecommunications), *The Life of Plants*, F (Botany) or E (Biology). Readability—Flesch Formula, 10·6 years, Teacher Rating 9·5—10·5 years. Interest Age Range, 11·0—14·0 years.

Information on a wide range of scientific subjects is attractively and clearly presented. Each book has a section suggesting projects that children can undertake with everyday materials. The project instructions are straightforward and should appeal to boys and girls of a wide range of ability. The books are well illustrated by colour photographs, line drawings and diagrams.

Books for Secondary Schools

Reading and Language Development

77–39 ALLAN, C., LIVINGSTONE, G. and LOVE, J. *Scope for Reading*. Holmes McDougall. 1976. 96 pages each, £1·25p each, 3 titles. Readability—Flesch Formula, Book 1, 11·0 years, Book 2, 12·4 years, Book 3, 13·4 years. Teacher Rating, 10·0—15·0 years. Interest Age Range, Book 1, 8·0—13·0 years, Book 2, 10·0—15·0 years, Book 3, 10·0—15·0 years.

These anthologies comprise poems, extracts from novels, newspaper articles, brochures and other sources. The choice is imaginative but, as the Interest Age level throughout one book is not wholly consistent, the series would best be used selectively. Much of the first book might well prove of interest to junior schools. Questions designed to promote discussion and suggestions for further study are incorporated. The titles suggest the authors' concern with different levels of comprehension and each book contains a variety of materials and discussion opportunities, sometimes in thematic arrangements. The approach used is refreshing in comparison with many comprehension series.

77–40 ANDERSON, K. *On The Way*. Hulton Educational. 1976. Book 1 133 pages, £1·15p, Book 2 150 pages, £1·20p. Readability—Flesch Formula, 12·6—12·9 years, Teacher Rating, 8·6—10·6 years. Interest Age Range, 7·0—11·0 years.

The two books in this series cover a variety of topics, typical of the interests of children of 9—13 years. Their interest/appeal however is limited by the text book format. Each section is short and followed by comprehension questions and suggestions for follow up work so familiar in this type of book. The books fulfil their function adequately but are traditional in concept and lack originality.

77–41 GROVES, P. and GRIMSHAW, N. *Our Way*. Edward Arnold. 1972–75. 148—186 pages, £0·97p, £1·10p and £1·35p (3 titles). Readability—Flesch Formula, Book 1, 11·3 years, Book 2, 9·6 years, Book 3, 10·7 years. Teacher Rating, Book 1, 8·0—9·0 years, Book 2, 9·0—10·0 years, Book 3, 10·0—11·0 years. Interest Age Range, 11·0—15·0 years.

Each book consists of stories concerned with the everyday experiences of adolescents-school, family, leisure and work. The same characters reappear throughout the three books which may be used sequentially or individually. Sentence structure is simple and the dialogue colloquial. Suggestions for follow up work, discussion, writing, drama or role playing, are given at the end of each story. Sections of the third book might prove of value in careers lessons. The follcw up activities are a little unimaginative and without good teacher participation could prove dull.

77–42 *Knockout Series*. Longman. 1975. 112—168 pages, £1·60p each, 6 titles. Readability—Flesch Formula, 10·1—12·3 years, Teacher Rating, 9·0—10·0 years. Interest Age Range, 14+ years.

A well written series with a flowing readable style which should appeal to slower readers in the later years of the secondary school. The reader should be able to identify with the situations, controversies and emotions portrayed. As such they help not only the growth of reading skill but also personality development. Presentation is reasonably attractive but they are rather expensive.

77–43 RIDGWAY, BILL. *Read All About It*. Arnold. 1976. 47 pages, £0·98p. Readability—Flesch Formula, 14·8 years, Teacher Rating, 12·0—13·6 years. Interest Age Range, 11·0—15·0 years.

Over twenty articles have been chosen from a national newspaper and from a local one. The articles have been well chosen to represent the normal range found in newspapers. Each article is followed by a series of questions designed to test comprehension, help improve study skills, and promote critical thinking. It is a realistic approach to the

use of reading, promoting its development in a factual context and gives many ideas which the teacher could employ in making use of current newspapers.

77–44 ROWE, ALBERT. *English for Living*. Macmillan Educational. 1975. 160 pages, £1·35p each, 4 titles. Readability—Flesch Formula, Book 1 12·5 years, Book 2 15·9 years, Book 3 11·9 years, Book 4 12·0 years. Teacher Rating, 10·5—13·0 years. Interest Age Range, 12·0—15·0 years.

Most of the traditional skills in English from spelling to comprehension are represented in this series. The exercises are based on a wide variety of stories, poems and factual articles. The sections suggesting topics for discussion are good but essay title suggestions are rather stereotyped. Comprehension questions cover most levels of comprehension skills. There are very useful suggestions for further reading at the back of each book together with a list of the books from which extracts have been taken. The many black and white and colour photographs are generally well chosen.

77–45 *Topliners*. (*Fighters in the Sky, Judy in Love, A Hitch on the Way, Lets Laugh*). Macmillan. 1976. 125 pages each, £0·40p each. Readability—Flesch Formula, 11·7—12·0 years, Teacher Rating, 9·0—10·5 years. Interest Age Range, 11·0—14·0 years.

A number of titles reflecting interests from teenage friendships to war stories. The format is not very attractive although the stories are generally well written. Lack of illustrations and unattractive printing might deter some reluctant readers which would be a great pity.

77–46 WARD, R. *Popswinger*. Hulton. 1976. 92 pages each, £0·75p each, 6 titles. Readability—Flesch Formula, 10·6—11·2 years, Teacher Rating, 9·0—10·0 years. Interest Age Range, 11·0—14·0 years.

Six books aimed at the pop loving teenager. The books trace the development of a school pop group in a lively entertaining manner.

The stories swing along at a fast pace which should help to keep interest alive. The author seems to know the pop world well and should hold the attention of slower readers in the secondary school. The print though clear is overlarge and gives a rather childish appearance to the books and the illustrations lack attractiveness.

See also Review numbers 77–15, 77–16, 77–18 and 77–19 in the Junior Section.

Fiction

See Review numbers 77–21, 77–22, 77–23, 77–25, 77–29 in the Junior section.

77–47 NOLAM, J. *K ng of the Road.* Oliver and Boyd. 1976. £25·00p for total kit. Readability—Teacher Rating, 6·0—8·0 years. Interest Age Range, 11·0 to adult.

A kit designed to meet the needs of adolescent and adult non-readers. It employs a straightforward conventional approach and is none the worse for it. The tutor's guide is helpful, having a number of sound suggestions for extending the work provided in the kit. There is ample scope for discussion at the preparatory stage by using the audio-cassette provided. The readers are well graded and are linked with a number of durable work cards. The kit lends itself admirably to a language/experience approach. A tutor will find ample opportunities for systematic teaching of phonics although the main aim is the development of a vital social sight vocabulary. The concept of a reading scheme after the model of an infant school reading scheme is not one which will be acceptable to all literacy tutors. However, as there is so little material for the beginning adult reader the kit and particularly its twelve readers will be well used. It is a pity that the type face, illustrations and general presentation are so similar to infant rather than adult productions.

Apparatus, Games and Tests

77–48 CAMERON, M. *Skeletons*. Longman. 1976. 6 packs, £1·65p each. Interest Age Range, 6·0—12·0 years.

There are six packs of pictures, each unit designed for particular age and interest levels. The topics developed are: My House, Our Games, Snorty Dragon, The Building Site, Nothing to do and The Trick. Within every pack there are ten sets of materials, each set having the same eight pictures. These pictures depict a sequence of events, e.g. The Building Site illustrates three children watching a bricklayer at work, talking to him, and eventually building their own den. Each pack is intended to be used as a stimulus for talking, writing and reading, although without particular guidance and supervision, they could simply become colouring-in activities. Only very limited teachers' notes are provided. whereas a much more helpful booklet could have been considered, giving ideas on developing language and reading activities in a little more detail.

77–49 HARDING, P. and J. *Junior Crosswords*. Starfish Books Ltd. 1975. 144 pages each, £0·30p each, 2 titles. Library Classification: Dewey, 790 (Recreations, amusements), Bliss, VY (Recreations, amusements). Readability—Teacher Rating, 8·6—10·6 years. Interest Age Range, 8·0—11·0 years.

Many useful puzzles of educational value. The variety ensures a wide appeal. Standard of reading required is not always consistent with the task, often being more advanced than the task warrants.

77–50 HARDING, P. and J., GREGORY, R. *The Starfish Quiz. The Starfish Safety Quiz*. Starfish Books Ltd. 1974. The Quiz, 128 pages, £0·30p, The Safety Quiz, 134 pages, £0·35p. Library Classification: Dewey, 790 (Recreations, amusements), Bliss, VY (Recreations, amusements). Readability—Flesch Formula, 10·8 years, Teacher Rating, 8·0—11·0 years. Interest Age Range, 8·0—12·0 years.

Invaluable for odd moments in class, both the Quiz and the Safety Quiz book should be very popular with the lively minded junior school child. The variety of both the type and the presentation of questions distinguishes these books from other quiz series. They demand not only a good general knowledge, but also some intelligent and independent thought.

77–51 MAYS, M. *Second Piccolo Picture Crossword Book.* Pan Books Ltd. 1976. 85 pages, £0·35p. Library Classification: Dewey, 790 (Recreations, amusements), Bliss, VY (Recreations, amusements). Readability—Teacher Rating, 10·0—15·0 years. Interest Age Range, 7·0—11·0 years.

A wide range of crosswords for the child who enjoys puzzles. Some of the games require detailed knowledge of a particular subject, e.g. stringed instruments and laboratory equipment. A painless and fun way to improve spelling.

77–52 NICHOLLS, RUTH. *Men of the West.* Good Reading Ltd. 1976. £40·00p complete. Board games separately priced at £3·00p each. Readability—Teacher Rating, 5·0—9·0 years. Interest Age Range, 10 years to adult.

The material in this kit is described in the handbook as a ' multi-purpose literacy ' programme that can be used to help the non-reader develop early learning skills irrespective of his/her age. There are five stages in the programme. Each stage is presented by means of basic reading worksheets, which are integrated with cassettes and picture card materials. The latter illustrate in pictorial form the various topics which are then explained and developed by means of the story/information cassettes. In addition at each of the five stages there is a Reading Board Game. The subject matter of the kit centres around the cattle, heroes and countries of the ' Wild West '. The programme outline and development is linear, each stage needing to be taught before the next one is introduced. Within each stage, there are more than sufficient materials to be worked on by the pupils. The handbook is, however, not very helpful. It is far

too brief and does not provide the guidance which a teacher needs to procede through such a quantity of materials. The kit should be a most helpful programme for older Junior children, adolescents and adults.

77–53 PEMBERTON, G. *Write About.* E. J. Arnold. 1976. £2·70p. Readability—Teacher Rating, 7·0—9·0 years. Interest Age Range, 6·0—11·0 years.

These cards are bright, clear and attractive. They suggest written topics in simple, non-verbose terms, leaving scope for individuality of thought and expression, A gift to the teacher contemplating do-it-yourself workcards. these could hardly be equalled by the home made for durability, appeal and variety of subject.

77–54 ROOT, B. *Turn The Wheel.* Good Reading Ltd. 1976. £2·20p. Readability—Teacher Rating, 8·0—9·0 years. Interest Age Range, 8·0—14·0 years.

This game is a version of one well used by remedial teachers over the years. Children turn a wheel, around which are arranged digraphs. When the arrow stops the child checks to see if he has a picture beginning with that particular digraph. The child wins when all his pictures are ' home '. A helpful device mainly of use for remedial work.

77–55 ROOT, B. *Score A Goal.* Good Reading Ltd. 1976. £2·20p. Readability—Teacher Rating, 8·0—10·0 years. Interest Age Range, 8·0—14·0 years.

A game for two players based on football with probably more appeal to boys than girls. The game is designed to improve word attack and the vocabulary used is mainly that associated with the game of football. With teacher supervision in its initial use it could become the self-corrective game the author intends and of particular use for boys with reading difficulty. Judicious use is required if the learning is to transfer to other reading situations.

77–56 SAPSFORD, D. *Card Tricks and Patience.* Starfish Books Ltd. 1975. 138 pages, £0·30p. Library Classification: Dewey, 790 (Recreations, amusements), Bliss, VY (Recreations, amusements). Readability—Flesch Formula, 11·5 years, Teacher Rating, 9·0—10·0 years. Interest Age Range, 9·0—11·6 years.

Although some of the instructions are quite complex, they are presented clearly with diagrams to clarify difficult points. Some children may still need adult help to deal with the harder tricks.

77–57 SCHWARTZ, A. *A Twister of Twists. A Tangler of Tongues.* Pan Books Ltd. 1976. (Piccolo), 92 pages, £0·30p. Library Classification: Dewey, 790 (Recreations, amusements), Bliss, VY (Recreations, amusements). Readability—Teacher Rating, 9·0—10·0 years. Interest Age Range, 9·0—11·0 years.

This book is a compilation of a large number of tongue twisters. As a reading exercise for children it may well have some value in making them attempt to pronounce words slowly and clearly. The repetition of sound patterns emphasises aspects of phonic drill. There are, however, too many tongue twisters concentrated inside the covers of one book. After wading through a few pages of these, the reader becomes rather bored with the monotony of the exercise. The tongue twisters would have served a more useful purpose if they were to appear in a miscellaneous collection of interesting items for children.

77–58 *Starfish Quzzle Book.* Starfish Books Ltd. 1976. 143 pages, £0·30p. Library Classification: Dewey, 790 (Recreations, amusements), Bliss, VY (Recreations, amusements). Readability—Teacher Rating, 10·0—11·0 years. Interest Age Range, 7·0—13·0 years.

There are many interesting picture and word puzzle games in this small book, e.g. ' How many things begin with . . . ', ' What's the difference ' and ' Dot to Dot ' joining. All are activities frequently found in children's comics and magazines and should provide lots of activities for primary school children.

77–59 *Younger Starfish Books.* Starfish Books Ltd. 1976. 50 pages each, £0·25p and £0·30p each (Animal Colouring Book, ABC Colouring Book, Noah's Ark Colouring Book, Colour Me Number Book). Interest Age Range, 4·0—7·0 years.

These are examples of the many inexpensive, consumable, colouring books always enjoyed by children which can make a contribution towards pre-reading development. Some of the illustrations, however, are far too detailed for the very young child but should be enjoyed by children aged 6—7 years.

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